

Programme 101.† L₂

(January to March, 1925.
(April to July, 1925, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life, and good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *The Bible for the Young*, by Dr. Paterson Smyth: (a) *Genesis*, lessons i.-viii., inclusive (P.N.E.U. Office, 2/-). (b) *St. Matthew's Gospel*, lessons viii.-xv, inclusive (P.N.E.U. Office, 2/-). [Suitable parts from *Genesis* i.-xv, and from *St. Matthew* ix., 35-xxi., 17, inclusive.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. Children may use *S.P.C.K. Bible Atlas* (1/-).

A & B Sunday Reading (optional): (a) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (b) *Helps to the Study of the Bible* (Oxford Press, 4/-). (c) *Historical Memorials of Canterbury: The Black Prince*, by Dean Stanley (Dent, 2/-). (d) *In the Days of St. Anselm*, by G. Hollis (S.P.C.K., 3/6), or, (c) and (d) *Unbeaten Tracks in Japan*, by Mrs. Bishop (Murray, 2/6).

Sunday occupations:

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 101st term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each, 1925). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Twelfth Night*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and citizenship. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

A Stories from work set in (a) History and Reading, or, (b) events of the day, etc., from well-written papers, or, write on incidents connected with Canterbury.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.
Take the P.U.S. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

English Grammar.

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.
A Meiklejohn's *Short English Grammar** (2/-), pp. 26-52, 106-113, (for analysis and verse see pp. 141-167), or, *The Parts of Speech and their Uses**, by H. W. Household (Macmillan, 1/9), pp. 40-61.
B *The Parts of Speech**, pp. 3-14.

English History.

A & B *A History of England**, by H. O. Arnold-Forster (Cassell, 8/6), (1780-1820), chapters 68-71, inclusive.
Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly).

French History.

A *A First History of France**, by L. Creighton (Longmans, 5/-) (1780-1820), pp. 230-278, to be contemporary with English History.
B *Stories from French History**, by E. C. Price (Harrap, 3/6), pp. 235-256 (or work with II. A),

or, A & B *The Story of France**, by Mary Macgregor (Jack, 10/6), (1780-1820).

General History.

A *The British Museum for Children**, by Frances Epps (P.N.E.U. Office, 3/3), chapter 7. Teacher study preface. British Museum Postcards, Series 33-36 (direct from British Museum, 1/- each series). *The Ancient World**, by A. Malet (Hodder & Stoughton, 3/6), pp. 31-71.
Keep a Book of Centuries (P.N.E.U. Office, 2/3, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Citizenship.

A North's *Plutarch's Lives: Pompey** (Blackie, 1/-), pp. 64-123. Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 161-190.
B *Stories from the History of Rome**, by Mrs. Beesly (Macmillan, 2/6), pp. 62-129.

Geography.

A & B In all cases "Ambleside" map questions to be answered from map *before each lesson*; then reading and narration; memory sketch maps.
(1) *The Ambleside Geography Books**, Book III.: *The Counties of England: Hampshire, Sussex, Kent*, (P.N.E.U. Office, 4/-), pp. 277-315, or, to be read aloud with slight omissions and without set exercises: *Asia*, by N. B. Allen (Ginn, 4/6), pp. 1-73. (2) *Round the Empire**, by Sir George Parkin (Cassell, 3/-), pp. 151-179 [II.B, Friday, 9-50-10-20]. (3) *Our Sea Power**, by H. W. Household (Macmillan, 2/-), pp. 52-73, or Hakluyt's *English Voyages** (Marshall, 3/-), pp. 191-232. (4) Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-); see also tests under "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

Natural History, etc.

A *Life and Her Children**, by Arabella Buckley (Macmillan, 6/-), pp. 1-32.
B Kingsley's *Madam How and Lady Why* (Macmillan, 4/6), pp. 1-45.
A & B *The Sciences**, by E. S. Holden (Ginn & Co., 4/-), pp. 73-109: children should make experiments where possible, using *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), or, (A), *An Introduction to Elementary Botany**, by C. L. Laurie (Allman, 1/6), chapters 1-5, inclusive.¹ Keep a Nature Note-book (P.N.E.U. Office,

¹ For Teachers (a) in the Tropics, *Plant Studies*, by I. C. Fortey (Blackie, 2/-); (b) in America, *First Studies of Plant Life*, by G. F. Atkinson (Ginn, 7/6). Subjects as in programme, or, according to season.

6d., and see *Home Education*, pp. 54-55). Make special out-door studies for the season, with drawings and notes, e.g., of trees and seedlings. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-); or, *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used. Tests under Scouting and Guiding, or "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

Picture Study.

A & B Reproductions* of six pictures by Benozzo Gozzoli (P.N.E.U. Office, 2/-). Teacher see notes in the January *Parents' Review*, 1925, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

Arithmetic.

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 116-123, 54-57. Revise Tables.

B *A New Junior Arithmetic*,* pp. 67-84, or, continue. Much care with tables and rapid oral work. For teacher's occasional use *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry or Algebra (2nd year in II.A).

A *Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 1-16; or, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 1-4, 7, 13-15. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Latin.

A Scott and Jones' *First Latin Course** (Blackie, 2/6). continuous passages to be followed by narration.

First year; pp. 1, 2, 4, 8, 10, 14; 3A, 5A, 8A, 10A, 14A; Vocab. 1-15. Declension of "hasta," (p. 124). Pres. Indic. Active of "sum."

Second year: Dr. Smith's *A First Latin Course* (Murray, 4/-), sections iv. and v. Pres. Imperf. and Fut. Indic. of "sum," and of the four regular conjugations. *Gradatim* (Longmans, 2/-), pp. 1, 2, 7-10, for narration.

French.¹

Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-): teacher study Preface and read Lesson aloud, translating with the children's help; children afterwards narrate in French. (A), Lessons 27-30, (B), 7-9, inclusive, with grammar and exercises; or, better, *Cours de Français, Méthode Orale*,* Book 2, by F. Thémin (Hachette, 2/6), (A), pp. 73-89; (B), 1-14. Optional, for narration, *L'Oie Dorée* (Blackie, 6d.).

¹ Schools may substitute Irish or Welsh.

A & B *French Songs*, by Violet Partington (Dent, 1/-). Teacher will find useful, (A), *Frimousset*, by Jaboune & Pinchon (Evans, 2/6), or, (B), *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with Music (Jackson & Sons, 8/6, Letter Box, 3/6). *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.).

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies of figures and horses.

Six (a) twigs of trees, (b) studies of animals, that you have been able to watch, in brushdrawing. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil must not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Genesis* i. (e.g. (A) 1-19, (B) 1-13), and from *St. Matthew's Gospel* (e.g., xvii., 1-13), (b) *Psalms* 24 and 72, (c) one of Cowper's hymns, and one of the following:—(d) a scene from Shakespeare's *Twelfth Night*, (e) *Lyra Heroica** (Macmillan, 3/6), Nos. 65 and 66, or 67 and 79, (f) fifty lines from Tennyson's *Ode on the Death of the Duke of Wellington** (Blackie, 3d.).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *Twelfth Night** (Blackie; Plaintext Edition, 6d.).

A Stevenson's *St. Ives** (Dent, 2/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 127-155.

B *The Heroes of Asgard** (Macmillan, 4/6), pp. 109-162. *The Peasant and the Prince*, by H. Martineau (French Revolution), (Ginn, 3/3).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

Musical Appreciation.

Programme of Music (Mendelssohn) to be heard: see *Parents' Review*, January, 1925.

Singing. (See Programme of Music, September P.R.)

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts

2/- each,* complete with music 6/-). Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 17 and 18, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 35-37 (Curwen, 2/6).

Drill.

Board of Education *Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil J. Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) Animals, etc., in wood-carving, see Dryad Leaflet No. 25 (4d.), and *Drawing, Design and Craftwork*. *Constructive and Decorative Stitchery*, by L. G. Foster (3/6). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1. Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also tests under Scouting and Guiding, or "P.U.S. Scouting."

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (ages, say, 10—12).

N.B. 2.—Each child should have a copy of all books, etc. marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (5/6), *An Essay towards a Philosophy of Education* (10/6), (P.N.E.U. Office).

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 7.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools who have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 3/3 yearly.

N.B. 9.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

A P.U.S. Children's Gathering will be held in Canterbury in April, 1925. Members are asked to follow the papers and notes in this connection which will appear in the *Parents' Review* each month. All children, whether they can be present or not, will be asked to send work. For particulars of special work see *P.R.*, December, 1924 (drawing, reading, writing, recitations, songs, handicrafts, etc.).

N.B. — Members will find the final arrangements for the
Canterbury Gathering in the April "Parents' Review."
Questions marked (C) refer to Canterbury.

Examination 101.

M₂

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Motto : "I am, I can, I ought, I will."

FORM II., (A & B).

PUPILS' NAMES.....

.....
Bible Lessons.

- I. A & B 1. What happened on each day of the Creation story ?
2. Tell the story of the call of Abraham. How are people called to-day ? Give examples.
A 3. How did Temptation come to Adam and Eve ? Why is temptation allowed to come to all of us ?
II. A & B 1. "Art Thou He that should come ?" What answer did our Lord give to John's messengers ? What did He say about John the Baptist ?
2. When were the following words used ? — (a), "Yet the dogs eat of the crumbs that fall" ; (b), "How many loaves have ye ?" ; (c), "Oh, thou of little faith" ; (d), "Let us make here three tabernacles." Describe two of the occasions.
A 3. Give and explain three of the pictures to which our Lord likens the Kingdom of Heaven.

Writing. (Writing is also considered separately in each answer.)

Write A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each written answer).

Arnold-Forster's *History of England*, chapter 73.

- A Page 740,— "A thing of beauty . . . breathing."
B Page 739,— "Roll on . . . shore."

Composition. (Composition is also considered separately in the written answers).

1. Write (a), a short account in prose, or, (b), verses which must scan, of one of the following,—one of Chaucer's pilgrims, "Atalanta," "Giant Skymir and Thor," a sunset.
 2. Give a scene from one of the following, — *Twelfth Night*, *The Peasant and the Prince*, *The Story of the Lady Constance*,
- or, (C), 2. Write a short account of what you hope to see at Canterbury (not the Cathedral).

English Grammar.

- A 1. Analyse, parsing the words in italics,—
"He *put* his acorn helmet *on* ;
It was plumed *of* the silk of the thistle-down ;
The corslet plate *that* guarded his breast
Was once the wild bee's golden vest.
His cloak of a *thousand mingled* dyes,
Was formed of the *wings* of butterflies."
2. Give examples in sentences of (a), Verbal Nouns, or, (b), the different kinds of Adverbs.
 3. Give six examples in sentences of words that take two objects,
- or, 3. Use the following as two different parts of speech,—
after, early, hard, little, no.
- B 1. Parse each word in lines 3 and 4 above.
2. Give examples showing whether the following verbs are transitive or intransitive,—make, sing, cover, break, run.

English History.

- A & B 1. Write a short account of (a), the mutiny of the Fleet, (b), Lord Nelson's victory on the Nile.
2. What led to the meeting of the Emperors of France and Russia at Tilsit? Describe the meeting.
- A 3. Give a short account of "The Hundred Days" and Waterloo.

French History.

- A 1. What do you know of the state of France at the time of the Revolution? Describe what happened (a), at the Fête of the Champ de Mars, (b), at Varennes.
2. Describe (a), Napoleon's expedition to Italy, (b), the battle of Austerlitz.
- B 1. Describe the coronation of Napoleon.
2. What do you know about Napoleon's retreat from Moscow?

General History.

- A 1. "Herodotus was filled with wonder as he travelled by the Nile." Mention some of the things he would see and take notes about.
2. Give some account of the Phoenicians as the sailors and merchants of the ancient world.

Citizenship.

- A 1. Tell a story to show how Pompey "fell into such a pride and glorious conceit of himself."
2. Describe how Pompey "ran away, nor looking back for all he was so bold."
3. Choose six subjects that everyone ought to learn at school and say why?
- B 1. Tell the story of Cincinnatus.

Geography.

- A 1. Give a rough sketch map of Kent, putting in the boundaries, towns and rivers, and say what you know of the following,—The Canterbury Pilgrims, the Missionaries to Kent, Richborough Castle.
2. What do you know of (a), the climate and productions of Queensland, (b), Mount Morgan, (c), irrigation in Australia?
 3. Write a short account of (a), Blake and the Dutch fight for sea power, or, (b), the voyage of the "Richard Arundell" to Benin,
- or, (overseas members)
- A & B 1. Give a rough sketch map of China, putting in the provinces, chief towns and great waterways.
2. What do you know of the following,—the Yangtse, Peking, a Chinese farm?
 - 3 (as above).
- B 1. What do you know of two of the following,—(a), the Romans in Kent, (b), Canterbury, (c), cherries and hops in Kent, (d), the mouth of the Thames?
2. What States are included in the Union of S. Africa? Describe (a), the Great Karroo, (b), a visit to an ostrich farm.
 3. Give a short account of (a), Drake and the Spanish treasure ships, or, (b), Sir Richard Grenville and the "Revenge."

Natural History.

- A 1. What do you know of the history of (a), the Thread Slime, (b), the Finger Slime, (c), the Miliolite? Where may they be found? (Diagrams.)
2. Explain, with a diagram, the making and the use of a barometer.
- A & B 3. Describe, with drawings, the growth of two seedlings you have watched,
- or, 3. (C) Give a rough plan of Canterbury Cathedral, putting in the chief parts. Describe two parts that you hope to see.
- B 1. What do you know about the work of water? Describe some of the work that you have seen.
2. Can you explain how a steam engine works, with a rough diagram?

Picture Study.

- Describe "Paradise," by Benozzo Gozzoli.

Arithmetic.

- A 1. Simplify: (1) $15\frac{1}{4} + \frac{2}{3} \div 7\frac{3}{4}$ (2) $\frac{5}{7} \times 1\frac{6}{13}$
2. A bricklayer receives £1 : 10 : 0 for 18 hours' work. How many hours must he work to receive £3 : 10 : 0?
3. If it takes 8 boys 6 hours to tear up paper for a paper-chase, how long will it take if two other boys help them?
- B 1. A man planted .15 of his garden with peas, .375 with potatoes, .245 with greens, and the rest with flowers. What part of the garden contained flowers?
2. A baker sold hot cross buns at 14 for 1/-. How many had he sold when he had taken £3 : 7 : 6?
3. Reduce to decimals of a pound £92 : 17 : 9. Multiply by 2110. Give the answer in £ s. d.

Geometry.

- A 1. Draw an angle of 25° (with protractor). With ruler and compasses construct another angle four times the size of the first.
2. Through how many degrees does the minute hand of a clock revolve in 10, 22 and 50 minutes? How long will it take a minute hand to turn through 120° and 330° ?

or, Algebra.

1. In 7 years' time a boy will be x years old; how old was he 4 years ago?
2. If $m=5$, $n=4$, $s=2$, $x=3$, find the value of:
- $$\frac{nsxm}{5n}; \frac{35nsx}{20mx}; \frac{3}{16}msnx$$

Latin

1st year.

1. Decline, with meanings, the Singular of "porta," and translate (i.) The roads of the town are narrow; (ii.) The javelins of the armed men are long.
2. (i.) Translate *Scott and Jones*, § 9, to "angusta" (unseen); (ii.) Write a Latin narration of § 9.

2nd year.

1. Translate (a), eritis; reget; monetis; portabamus; audiunt. (b), *Gradatim*, § 7. Write a Latin narration of § 7.
2. Give Nom. and Gen. Sing. and the gender of each noun in the first sentence of *Gradatim*, § 7.

French.

- A 1. Make up a conversation in French about *Le petit Chat* (pictures p. 106, Siepmann), or, about *Un Voyage à Paris*.
2. Use, in French sentences, the Relative Pronouns, *que*, *qui*, *lesquels*, *de laquelle*, *auxquelles*, or, the Adjectives, *vif*, *bel*, *nouvelle*, *querelleuse*, *captif*.

- B 1. Say what you can in French about *Le Bois* (Siepmann, p. 34), or, describe in French how *La Bonne met le couvert*.
2. What time is it? What time will it be in $1\frac{1}{2}$ hours? What time was it 20 minutes ago? What is the full date of the examination? (Answers in French and English).
- or. 2. What did you do yesterday? Answer in French, using the verbs: *sortir*, *entrer*, *finir*, *passer*, *venir*.

Drawing.

1. An original illustration from Hakluyt's *English Voyages*, or, from *Twelfth Night*.
2. Some tree-twigs in a pot.

Musical Appreciation.

What works of Mendelssohn have you heard this term? Tell what you can about one of them.

Recitations.*

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on Saturday, March 28th, with no other enclosure.

2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not

fastened together and in proper order, (*c*) the name of the *member* does not appear, or (*d*) the totals of parents' marks are not given.

- 4.—Cambridge paper must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.
- 5.—Please note carefully (*a*) the amount of written work expected in Form II., (*b*) the Regulations as to the number of papers to be sent in by Schools.
- 6.—Extra copies of the Examination Papers are being printed, and these may be had on application by schools so that each division may have a teacher's copy.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.